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ABSTRACT

To encourage dialogue between student teachers and college faculty, the Carolina Colloquy for University Teaching, an organization of the 16 public universities in the University of North Carolina (UNC) system, designed a 1-day, systemwide conference on building bridges (11th, Winston-Salem, NC, March 19, 1999). The goals were to provide an opportunity for students and faculty to talk with and listen to each other about teaching and learning and to provide a model which could be adapted for local campus use. Faculty members and students were required to register in pairs and were requested to be as diverse as possible. The day's dialogue focused on perceptions and expectations which students and faculty had about each other. Participants gave the conference very high ratings. The paper presents the story of one UNC campus' adaptation of the conference model for its own use. This effort involved 29 student/faculty pairs who met over the course of a day to discuss teaching and learning. The workshop received high ratings. Attached are: the Carolina Colloquy for University Teaching conference schedule, suggestions for implementing student/faculty dialogue, and a bibliography. (Contains an annotated bibliography with 40 print and Web site references.) (SM)

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Student/Faculty Dialogue Model

Beth Bowser and
Nancy Barrineau

ED 451 142

When was the last time you talked with your students about learning and teaching? Typically, teachers talk with other teachers about teaching and their students, while students talk with other students about their classes and teachers. Seldom do these two principle stakeholders in higher education intentionally talk with each other about learning and teaching. Yet we know that the potential for learning is increased when teachers and students get to know each other. Such efforts encourage students to become more active participants in their learning as well as encourage teachers to use the information gained (about learning preferences, cultural differences, expectations and perceptions, etc.) to create a more meaningful learning environment.

To encourage such student/faculty dialogue, the Carolina Colloquy for University Teaching, an organization of the sixteen public universities in the UNC system, designed a one-day, system-wide conference titled "Building Bridges to Understanding: Student/Faculty Dialogue on Teaching & Learning." Two basic goals for the day were to: (1) provide an opportunity for students and faculty to talk with and listen to each other about teaching and learning and (2) provide a model which could be adapted for local campus use. Focusing on undergraduate students and faculty, the Planning Committee developed recruitment guidelines for campus teams. Faculty members and students were required to register in pairs, with a suggested minimum of three pairs per campus. Campus teams were requested to be as diverse as possible with regard to gender, ethnicity, age, academic ability, tenured/tenure track faculty, discipline/major, etc. Teams were encouraged to travel together in the same vehicle to the conference in order to become better acquainted before the conference and thus enhance the dialogue flow and quality during the conference. Once at the conference, student/faculty pairs were placed (as registered pairs) into five small groups, which remained constant throughout the day to foster the development of trust and genuine dialogue.

The day's dialogue focused on perceptions and expectations which students/faculty have about each other. Using dyads and small group activities, interspersed with input from a facilitator, the two hour morning session, titled "WHO ARE WE?," considered generational characteristics and expectations. The facilitator used the book *When Hope and Fear Collide*, by Arthur Levine & Jeannette Cureton, as the background for these conversations. Participants began to understand that: (a) the multiple and different generational perceptions and expectations found on a college campus at any one time influence the teaching/learning environment and contribute to some of the current challenges we face, and (b) given these different and sometimes conflicting perceptions and expectations, the need for student/faculty dialogue becomes even more important if we are serious about improving the teaching/learning environment on our campuses. The morning session closed with a fishbowl type activity where students discussed what they perceived to be the characteristics of high school juniors and seniors who soon would enroll in college.

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B. Bowser

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The afternoon small group dialogue sessions, still focused on expectations and perceptions, were built around an adapted case study on grade expectations. In addition to having the printed case study and discussion questions before the conference and in the conference packet, part of the campus team from UNC Pembroke presented it as a short play prior to breaking into small discussion groups. The small groups became so involved in their conversations and their subsequent reports to the large group were so rich that the time scheduled for campus teams to meet to discuss what steps they would like to take to continue the dialogue on their individual campus was deleted from the schedule. Teams were encouraged to discuss their plans on the return trip home and to share their plans/events with the Colloquy Office for distribution.

This was not your conventional conference! As people left at the end of the day, the most frequently heard responses from both students and faculty were "Why haven't we done this before now?" and "I'm so glad I came to this." On the evaluations, 100% of the student respondents and 95% of the faculty/staff respondents rated the overall value of the conference as excellent.

The conference schedule, Keys to Good Dialogue, Suggestions for (implementing) Student/Faculty Dialogue, and short bibliography are attached. The adapted case study and evaluation summary may be acquired by contacting Beth Bowser (information listed below).

What follows is the story from UNC Pembroke (Nancy Barrineau) on its adaptation of the conference model for use on its campus.

From a pool of roughly 3,000 students and 130 full-time faculty, nine faculty-student pairs (18 people) attended the statewide "Student/Faculty Dialogue." Recruitment rules were stringent:

- everyone was to travel together on campus vans to extend the dialogue
- no faculty could attend without a student, and no student could attend without a faculty member.
- students and faculty were mutually responsible for making sure the pair arrived on schedule. And everyone did, with no latecomers, which was a remarkable feat for a 6:30 a.m. departure.

At the conference, our contingent played numerous roles. We were the actors (and sound effects) for the skit, which preceded the small group discussions of the case study. One of our pairs facilitated a small group discussion, and three of our students gave the small group reports from the afternoon dialogue.

On the return trip home we brainstormed ways to adapt the dialogue model for use on our campus and developed a general, four hour format to be implemented a month later. Everyone agreed on the importance of preserving the one-to-one faculty/student ratio. The original nine pairs committed themselves to facilitating the on-campus event and kept their commitment.

Since personal invitations work best, we split the original pairs, asking each team member to create a new pair by inviting someone who did not attend the statewide conference. We also advertised campus-wide, using the faculty e-mail distribution list, the brand new student list, and

word of mouth. We recruited twenty-nine pairs and one extra student, a larger and more inclusive number than the usual 25 participants at a faculty development workshop

Our advertised goal was to bring together equal numbers of students and faculty in a non-threatening environment to talk about such questions as:

What conditions encourage the most successful learning?
What is good teaching?
What qualities make the best student learners?
How can students and faculty best communicate their expectations to each other?
How can we improve what we do as learners and teachers?

Following the statewide model, everyone met together in one room for the welcome, announcements, and a dramatized faculty-student case study. Different faculty and students presented a different case study, which involved a popular professor who did little more than show interesting film clips and students' responses to his class. Immediately following the skit, we formed six pre-assigned groups. By strategically placing those who attended the statewide dialogue, we used the expertise of the "original" student-faculty pairs who, though they were no longer paired together, shared groups and were the facilitators for a discussion similar to the one held at the statewide conference. Facilitators received the case study plus discussion objectives and prompts prior to the workshop.

After a forty-minute discussion, the small groups reassembled and, using overheads they created in their groups, reported on their discussions. Even though each group saw the case in a slightly different light, there was virtually no "us vs. them" mentality. Rather, there was a clear sense that both the students and the professor in the case study shared responsibility for communicating their expectations and for fulfilling their individual parts of the learning contract. Students, to the shock of some faculty members, were much harsher judges of student behavior and willing to "cut more slack" for the faculty member than were faculty. The students' savvy and ability to "read" a classroom interaction impressed us all.

Since we are a largely commuter campus, for both students and faculty, our Chancellor provided a free sit-down meal for all participants. The only seating directions were that pairs should stay together; all tables seated two or three pairs. After the meal and informal conversation, each table was asked to answer one question: "What very specific suggestions can your group make for improving the learning environment at UNCP?" After forty-five minutes of table conversation, we compiled a common list to be shared more formally with all participants. Contact Nancy Barrineau (see below) for this list and other details of the UNCP experience.

The evaluations from the workshop were the most positive I saw in my tenure as Director of UNCP's Teaching and Learning Center. The best indicator was that everyone asked for more events like this one.

Contact:

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Nancy Barrineau, Associate Professor of English and former director of the Teaching & Learning Center, UNC Pembroke, Pembroke, NC 28372. e-mail: nwb@nat.uncp.edu

BUILDING BRIDGES TO UNDERSTANDING:
STUDENT/FACULTY DIALOGUE ON TEACHING & LEARNING
Carolina Colloquy for University Teaching Annual Conference

March 19, 1999

The Hawthorne Inn & Conference Center, Winston-Salem

9:30 a.m.	Registration & Continental Breakfast	Sycamore Foyer
10:00 a.m.	Welcome & Announcements	Sycamore
10:15 a.m.	*WHO ARE WE?* Randy Swing Acting Director of Assessment Appalachian State University	Sycamore
	(A short Break will be provided during the morning session)	
12:15 p.m.	Lunch	Sycamore III
1:00 p.m.	Special Presentation - School of the Arts	
1:25 p.m.	*GRADE EXPECTATIONS* - Case Study** Perceptions/Expectations Role Play provided by participants from UNC Pembroke	Sycamore & Poplar
2:40 p.m.	Break	Sycamore Foyer
2:55 p.m.	Total Group Sharing on Case Study	Sycamore
3:10 p.m.	*CAMPUS TEAM TIME*	Sycamore & Poplar
	Sycamore: NCA&T, UNCC, W-SSU	
	Poplar I: WCU Poplar II: ASU Poplar III: UNCP	
3:50 p.m.	Sharing from Campus Teams Facilitator: Ray Purdom Director, Univ. Teaching & Learning Center UNC Greensboro	Sycamore
4:00 p.m.	*CLOSING & ADJOURNMENT*	

**The afternoon Small Group Dialogue on the Case Study will be held in Sycamore and Poplar meeting rooms. The letter on your name tag identifies which group you are in. The chart below identifies where each group will meet.

Group	Meets In
A	Sycamore (sign will designate)
B	Sycamore (sign will designate)
C	Poplar I
D	Poplar II
E	Poplar III

Keys to Good Dialogue

The word "dialogue" comes from *Dia*, meaning "between" and from *logos* , meaning "word." This *dia* + *logos* = the word between us, a conversation or confabulation. Genuine dialogue requires not only verbal sharing but also really listening to what others are saying. It is intentional and is grounded in trust, respect, safety and open communication. The students and faculty who gather on March 19 will be diverse, bringing different perspectives and expectations rooted in skills, cultures, fields of study, age and life experiences.

The following converstion courtesies will help to create a good climate for our dialogue session:

- ↔ Be open to new insights and/or different ways of looking at an issue.
- ↔ Be ready to listen. Listen to understand rather than to refute.
- ↔ Be prepared to share your thoughts.
- ↔ Let people finish their sentences. Resist interrupting, talking over people, or cutting them off.
- ↔ Show respect not only for the person speaking, but also for the thoughts and feelings being shared. Use non-judgmental language. Guard against dismissing or diminishing what people are saying.
- ↔ Check perceptions, rather than assume you know what the speaker intends.
- ↔ Treat personal stories and/or feelings shared in small groups as confidential information, unless permission is given by the individual(s) to share it outside the small group (as in a report to the larger group).
- ↔ Plan to stay for the entire dialogue.

Suggestions for Student/Faculty Dialogue

Genuine dialogue will raise the awareness level of both students and faculty and acknowledge the responsibility each has for the teaching/learning experience. When considering opportunities for student/faculty dialogue, one of the basic questions is how can such conversations be designed to support relationships for learning and development?

The suggestions which follow are simply suggestions. They are intended to stimulate your thinking and enhance the student/faculty dialogue on your campus.

Suggestions/Tips

- Begin with the basics. You don't have to do everything at once.
- Include students and faculty, from the beginning, in planning campus dialogue.
- Adapt any dialogue ideas and plans (obtained from other universities) to fit your campus climate and environment.
- Commit energy, time and resources to opportunities for dialogue.
    - * For best results, dialogue needs to be more than a one year experience. Try to dialogue with the same students and faculty over a 2-3 year period.
    - * Designate someone for program coordination and arrangements.
    - * Begin with a few students and a few faculty, then expand the program. Perhaps a retreat could be arranged for the first experience (2 day minimum, 5 day maximum). Perhaps begin with undergraduate students and faculty members. After awhile expand the program to include graduate school students and faculty members. Will commuter and/or non-traditional students be included? What are the anticipated benefits of having a diverse group engaged in dialogue?
    - * Students and faculty learn in different ways; use a combination of face-to-face, textual and on-line opportunities for campus conversations.
    - * Become acquainted with each others as persons, not just as students and faculty. What competing demands/pressures do faculty and students face? What are their expectations of the higher education experience? What values do students and faculty bring to the teaching/learning environment?
    - * After this becomes an established campus program, consider inviting recent graduates to join the dialogue.
- Develop clear and realistic goals. What do you really want to happen as a result of student/faculty dialogue on your campus? How will opportunities for evaluation be handled? How will attainment of goals be acknowledged and/or celebrated?

- continued on back -

- Have students and faculty identify issues for dialogue. However, you may want to pose initial questions to spark thinking. In addition to the questions used at the conference on March 19, 1999, others might include:
  - What is learning? What is teaching?
  - What is meant by the scholarship of teaching?
  - What are the characteristics of good students and good teachers?
  - What has been your best/worst learning experience to date? (list characteristics)
  - How helpful are supplemental programs for students?
  - How can technology be used to enhance teaching & learning?
  - What are teaching styles, and do they matter?
  - What are learning styles/preferences? Do they matter?

- Find ways to make the experience a prestigious one for faculty, especially for pre-tenured faculty. Acknowledge participation in annual evaluations. Find ways to reward faculty for their participation.

- Find ways to recognize and reward students for their participation. Might participants (both students and faculty) be known as (name of program) Fellows or (name of program) Associates?

- When valuable information emerges that would be helpful to others on campus (perhaps suggestions for Student Development , Academic Affairs, Student Support Services, or the Faculty Teaching/Learning Center), how might this be shared, while maintaining confidentiality?

- Consider sharing your student/faculty dialogue plans and experiences with your sister UNC universities. The Carolina Colloquy, through it's website, will provide the electronic means for this to happen. You may submit information by mail, phone, FAX, or e-mail (see information below).

Let's keep the dialogue going.

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BIBLIOGRAPHY of Resources and Websites

The following resources are suggested as a few of the many resources available which focus on teaching and learning issues. It is by no means an exhaustive bibliography.

Accent on Learning. Cross, K. Patricia. San Francisco: Jossey-Bass, 1984.
Cross examines over 1,000 studies on teaching, learning, and student development and distills, summarizes, and evaluates this information to show how it can be used to help new and traditional students achieve success in college.

Active Learning: Cooperation in the College Classroom. Johnson, David W., Roger T. Johnson & Karl A. Smith. Interaction Book Company, 1991.
This book is about how college faculty can use cooperative learning to increase student achievement, create positive relationships among students, and promote healthy student psychological adjustment to college.

"Affect and Cognition: We Are Not Spocks." Border, Laura. The National Teaching & Learning Forum, 7.2 (1998): 9.
Review of four processing styles of students: Divergers, Assimilators, Convergers, and Accomodators.

Better Teaching, More Learning: Strategies for Success in Postsecondary Settings. Davis, James R. Phoenix: Oryx, 1993.
Putting student learning at the center of his discussion, Davis translates recent research on learning into a form useful for college teachers. He then integrates it with current thinking on teaching to construct a framework or model for effective classroom communication.

"Brain Function Research: Guideposts for Brain-Compatible Teaching and Learning." King, Jeffrey M. Journal of General Education 46.4 (1997): 276-88.
Describes new college teaching techniques using the brain-compatible teaching and learning model. Demonstrates that learning is based on the process of detecting and making patterns. Suggests maximizing use of local memory function to reduce dependency on rote learning and varying methods of classroom presentation to target different learning styles among students.

Contemporary Theories and Practice in Education. Bertrand, Yves. Madison, WI: Atwood Publishing, 1995.
Explores the many lines of thinking that may influence how we teach. Bertrand explains who contributed what to ways of thinking about learning and teaching - and why those contributions are important to educators. It invites teachers to explore their own teaching approach through the thoughts, research, and philosophies of many prominent educationists.

Directory of Teaching Innovations in (Biology, Chemistry, Foreign Lang., History, Physics, Sociology). Meeth, L.R., et al. Arlington: Studies in Higher Education, 1981.
This set of six directories results from a study that surveyed innovative undergraduate teaching methods, courses and programs in several disciplines. The findings are published in these directories, which are intended to be readily usable reference works to provide teachers with access to individuals and programs to assist in teaching improvement.

Frames of Mind, The Theory of Multiple Intelligences. Gardner, Howard. New York: Basic Books, Inc., 1983.

Handbook of College Teaching: Theory and Applications. Prichard, Keith W. Sawyer. Ed. R. McLaren. Westport Connecticut: Greenwood Press, 1991.
Emphasizes practical application of theory in the classroom. Five major subdivisions include (1) Psychological Foundations of Teaching and Learning, (2) Methods of College Instruction, (3) Teaching Specific Academic Areas, (4) Special Problems that Confront the Undergraduate Faculty Member, and (5) The Job of Being a College Instructor.

How Am I Teaching?: Forms and Activities for Acquiring Instructional Input. Weimer, Maryellen. Madison: Magna Publishers, 1988.
A catalog of forms and activities to introduce faculty to a variety of possibilities for better ways of using data from students, others, and oneself to positively affect instructional quality.

"How Diversity Affects Teaching and Learning." Hurtado, Sylvia. Educational Record 66.4 (1996): 27-29.
Increasingly diverse student enrollments at institutions of higher education have led to a variety of positive efforts which directly impact teaching and learning. These include research on diverse learning styles, increase emphasis on improving scientific and quantitative literacy of undergraduates, and research findings supporting "student-centered" campuses.

Improving Student Learning in College Classrooms. Guskey, Thomas R. Springfield, Illinois: Charles C. Thomas, 1988.
An overview of how to improve student learning, focusing on the role of the college teacher and what makes a teacher effective. Includes different methods of learning and evaluation and ideas on motivation and student involvement. Includes sections on student support services and staff development.

Key Resources on Teaching, Learning, Curriculum, and Faculty Development: A Guide to Higher Education Literature. Menges, Robert J. & Claude B. Mathis. San Francisco: Jossey-Bass Publishers, 1988.
A comprehensive guide to over 600 books and articles on teaching, learning, curriculum, and faculty development in colleges and universities. Offers a critical evaluation of the most significant theory and research on these four topics, revealing the role each has had in sharping theory and practice in higher education.

Learning, Cognition, and College Teaching: New Direction for Teaching and Learning. McKeachie, Wilbert J. San Francisco: Jossey-Bass Publishers, 1980.
Cognitive psychology, relevant to college teaching, described for nonpsychologists. The author hopes that college professors will be stimulated by this research to new ways of thinking about their teaching and that such rethinking will enrich their teaching.

Learning in Adulthood. Merriam, Sharan B. & Rosemary S. Caffarella. San Francisco: Jossey-Bass Publishers, 1991.
Bringing together the seminal works of K. Patricia Cross, J. Roby Kidd, Malcolm Knowles, and others, as well as the most recent adult learning theories and research, Merriam and Caffarella provide a comprehensive overview of all that is known about adult learning- including the context in which adult learning takes place, what the participants learn and why, the nature of the learning process itself, and the issues relevant to the practice of adult learning.

"Learning Styles." Dyrud, Marilyn A., ed. Business Communication Quarterly June 1997: 124-34.
Presents three articles that explore the concept of learning styles and its application in business communication: (1) "Learning Styles and Teaching Styles: Who Should Adapt to Whom?" (Thomas C. Thompson); (2) "The Effect of Interactive Multimedia on Learning Styles" (Stevina U. Evuleocha); and (3) "Applying Kolb Learning Style Theory in the Communication Classroom" (Julie E. Sharp).

Learning Styles: Implications for Improving Education Practice. ASHE-ERIC Higher Education Report No. 4. Claxton, Charles S. & Patricia H. Murrell. Washington, DC: Association for the Study of Higher Education, 1987.
Examines the importance of the concept of learning style in the movement to improve teaching and learning in higher education. The authors view learning style as important not only in informing teaching practices, but also in encouraging administrators to think more deeply about their roles in the organizational culture.

"Learning-Thinking Style Inventory: LISREL and Multivariate Analyses." Zhang, Zchicheng & Stephen R. Richarde. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Mar. 24-28,1997). ERIC NO: ED410264
Examines the validity of the Learning-Thinking Style Inventory (LTSI) and investigates the learning and thinking of college students in relation to their major and academic performance. Generated out of the framework of personality model and information processing theory, the 49-item LTSI embraces a broad spectrum of learning-thinking styles including perceptual modality preference, distractibility, metacognition, and analytic-global tendency.

Learning to Listen, Learning to Teach. Vella, Jane. San Francisco: Jossey-Bass Publishers, 1994.
A discussion on the power of dialogue in educating adults.

Mastering The Techniques of Teaching. 2nd ed. Lowman, Joseph. San Francisco: Jossey-Bass Publishers, 1995.
A learning model that details the relative strength of six sources of influence on what and how much a student learns in a college course. This book expands his earlier model of effective teaching. More emphasis is placed on motivational skill and commitment to teaching. Includes a checklist for analyzing teaching via videotape, instructions on using videotape analysis, and a new approach to evaluating college teaching.

Patterns of Learning. Houle, Cyril O. San Francisco: Jossey-Bass Publishers, 1984.
This book takes a fresh approach to learning as a lifelong process and suggests ways to enhance and diversify modern education.

"Personal Theories of Teaching." Fox, Dennis. Studies in Higher Education, 8.2 (1983): 151-163.
Alternative to the usual "scaling" approach that tries to measure teaching style by use of questionnaires.

Redesigning Higher Education: Producing Dramatic Gains in Student Learning. Gardiner, Lion F. Washington, DC: The George Washington University, 1996.
Within the context of contemporary theory on student development (women, people of color, part-time and older students), the book examines the growing body of knowledge about student learning, college outcomes and the effectiveness of various options for instruction and assessment as the basis for identifying an empirically grounded set of practices that we know lead to better learning for students.

"Selected Papers from the National Conference on College Teaching and Learning." Chambers, Jack A., ed. 7th, Florida Community College, Jacksonville, FL, Mar. 20-23, 1996. ERIC NO: ED401867
This collection of 20 papers is centered on the theme "Teaching, Learning, and Technology--Strategies to Motivate Life Long Learning" Titles include: (1) "Barriers to Effective Teamwork and Recommendations for Solutions" (Lillie Anderton-Lewis & Danny H. Pogue); (2) "Are Group Rewards Necessary for Cooperative Learning? An Empirical Investigation" (John Baer & Sylvia K. Baer); (3) "Reading to Answer Questions: Using Student Questions to Teach Across Diverse Learning Styles" (Brian Bansenauer); (4) "Encouraging Active Participation in Programming Classes" (Anders Bergland, et al.); (5) "Enhancing Cognitive Skills by Applications in a Sociology Class" (Patrick Biesty); (6) "IDEA: Teaching Writing/Thinking Using an Interactive Dialogic, Externalized Approach" (Michael E. Erickson); (7) "The World Wide Web as a Platform for Distance Learning" (Howard J. Fischer, et al.); (8) "Creating Biographies: A Strategy for Undergraduate and Source for Graduate Learning" (Kathleen, Corrigan Fuhs); (9) "Contextual Learning for Premedical Students" (Penny J. Gilmer, et al.); (10) "Multidisciplinary Undergraduate Scanning Probe Microscopy Laboratory Program" (William S. Glausinger, et al.); (11) "Talk the Talk and Walk the Walk: Empowerment Through Reflective Practice" (Helene Lotman Glauser & Frank D. Tallman); (12) "Creating Interactive Multimedia for Foreign Language Learning" (Lubov Iskold & John Pearce); (13) "Learning Relationships in a Computer Classroom" (Marguerite Jamieson, et al.); (14) "Creating Community: Developing the Learning Communities at the University of South Florida" (Cynthia Kasee & Nevin Mercede); (15) "Relocating Literacy Teaching and Learning with VRML" (Chad D. Kearsley); (16) "Creativity and Academic Freedom In and Out of the Classroom" (Ed Kellerman & Luke Cornelius); (17) "Convergence: Chemistry and Multimedia" (G. Parke P. Kuntz, et al.); (18) "Non-Traditional Techniques in Teaching Science for General Students" (Gary C. Lewis, et al.); (19) "Multimedia Science Instruction for Non-Science Majors" (V. Adam Niculescu, et al.); (20) "The Virtual Classroom: Teaching With the Web" (Thomas M. Terry). (All papers contain references.)

Teaching and Learning in the College Classroom. McKeachie, Wilbert J. Ann Arbor, Michigan: The University of Michigan, 1986.
Examines what postsecondary teachers can learn from the research on college learning. More specifically, it looks at whether or not research can provide a more precise determination of the limits of generalizations, disproof of faulty maxims, and a better understanding of how and why successful strategies work.

Teaching on Solid Ground: Using Scholarship to Improve Practice. Menges, Robert & Maryellen Weimer. San Francisco, CA: Jossey-Bass, 1991.
Shows how critical new findings on teaching and learning can inform and enhance day-to-day practice in the college classroom. Provides practitioners with a more complete understanding of students and learning.

Teaching Tips. McKeachie, Wilbert J. Toronto, Canada: D.C. Heath and Co., 1994.
Strategies, research, and theory for college and university teachers. Issues and techniques most relevant to beginning teachers to methods and issues likely to be of more concern for those beyond the difficult, immediate problems of the beginning teacher.

Teaching With Style . Grasha, Anthony F. Pittsburgh: Alliance Publishers, 1996.
A Practical guide to enhancing teaching and learning styles. Includes eleven (11) pages of references.

The Importance of Learning Styles: Understanding the Implications for Learning, Course Design, and Education. Contributions to the Study of Education, No. 64. Sims, Ronald R. & Serbrenia J. Sims, eds. Greenwood Publishing Press, 1995.
This volume contains 12 papers on models of different learning styles, instruments to evaluate learning styles, and techniques for assessing individual learning characteristics as well as the future of learning style research and its implications for enhancing learning in higher education institutions. The papers are: "Learning Enhancement in Higher Education" (Ronald R. Sims & Serbrenia J. Sims); "Learning Styles: A Survey of Adult Learning Style Inventory Models" (Leslie A. Hickcox); "Increasing the Effectiveness of Learning Style Research into Course Design and Delivery" (Blue Woolridge); "Toward a Framework for Matching Teaching and Learning Styles for Diverse Populations" (James A. Anderson); "Learning Styles and the Changing Face of Community Colleges" (William Purkiss); "The Importance of Learning Styles in Total Quality Management-Oriented College and University Courses" (J.E. Romero-Simpson); "Adapting Faculty and Student Learning Styles: Implications for Accounting Education" (William T. Geary & Ronald R. Sims); "Using Experimental Learning Theory and Learning Styles in Diversity Education" (Mary Ann Rainey & David A. Kolb); "Experimental Learning: Preparing Students to Move from the classroom to the Work Environment" (Serbrenia J. Sims); "The Nature of Adult Learning and Effective Training Guidelines" (Robert L. Hewitt); "The Learning Model for Managers: A Tool to Facilitate Learning" (Kenneth L Murrell & Richard W. Bishop); "Learning and Learning Styles: A Review and Look to the Future" (Serbrenia J. Sims & Ronald R. Sims). Includes an index and information on the authors. (Each paper contains extensive references.)

The Seven Principles in Action: Improving Undergraduate Education. Hatfield, Susan Rickey, ed. Bolton, MA: Anker Publishing Inc., 1995.
Essays about the Seven Principles and concrete examples of their application. Includes student and faculty Inventories for Good Practice in Undergraduate Education. Useful in stimulating student/faculty dialogue.

"The Teaching and Learning Transaction in Higher Education: A Study of Excellent Professors and Their Students." Andrews, J. and Others. Teaching in Higher Education, 1.1 (1996): 81-103.
A four-phase study identified factors in teaching excellence, compared the teaching strategies of university faculty across disciplines, and compared these with the learning processes of students in their first and third years. Results suggest excellent professors prefer a deep approach to teaching, incongruent with students' more common surface approach. Variables affecting this discrepancy are considered.

"The Teaching Goals Inventory." Angelo, Thomas A. and K. Patricia Cross. Classroom Assessment Techniques. 2nd ed. San Francisco: Jossey-Bass Publishers, 1993.
The book provides detailed guidelines on how to use teaching and learning styles to select instructional processes. Includes styles inventories. Claims to offer instructional processes that energize students, facilitate critical thinking, active and collaborative learning, and encourages students to assume more initiative and responsibility for their learning.

Tools for Teaching . Davis, Barbara Gross. San Francisco: Jossey-Bass Publishers, 1993.
A compendium of teaching strategies focusing on the major aspects of college and university teaching. Designed to be used as a reference book, it contains 49 tools which are organized into 12 sections representing the key teaching responsibilities and activities of college instructors.

"Towards a Categorization of Cognitive Styles and Learning Styles." Rayner, Stephen & Richard J. Riding. Educational Psychology 17.1-2 (1997): 5-27.
Discusses the origin and elaboration of the concept of learning styles. Traces the influence of a cognition and learning-center approach to the psychology of individual development. Argues for an integration of various models into a single learning style. Includes a tabular description of cognitive style.

"Vark: Not an Inventory, a Diagnostic." The National Teaching & Learning Forum. 7.4 (1998): 11-12.
James Rhem's interview of Neil Fleming about the use of the VARK instrument to empower learners.

"What the Learning Paradigm Means for Faculty." Boggs, George R. AAHE Bulletin. 51.5 (1999): 3-5.

When Hope and Fear Collide. Levine, Arthur & Jeanette Cureton. San Francisco: Jossey-Bass Publishers, 1998.
The curriculum suggested in this book contains five elements: communication and thinking skills, human heritage, the environment, individual roles, and values.

Websites:

www.active.learning.site.com
Learning Styles as defined by VARK (Visual, Aural, Read/write, Kinesthetic). Short inventory, automatic scoring, suggested study strategies for each sensory modality. VARK is based on the work of Charles (Chuck) Bonwell and Neil Fleming.

www.uiowa.edu/%7Ecenteach/internet-resources.html
Internet Resources for College Teaching. Contains links to internet resources for college teaching.

www.wakonse.org
The Wakonse Foundation annually brings together faculty and creates a climate where it is important and appropriate to discuss teaching talents, where colleagues learn about themselves as teachers, and where they see and consider the tasks and issues of creative teaching in a manner characterized as enjoyable.

Related Topics:

Active/Collaborative Learning
Critical Thinking
Learning Styles/Theories
Cognitive Learning
Teaching Styles/Theories/Methodologies
Assessing Student Learning
Total Quality Management (TQM) in the Classroom

Journals/Publications Related to Postsecondary Teaching/Learning:

Association for the Study of Higher Education (ASHE)
Change (AAHE)
Journal of Higher Education
Journal on Excellence in College Teaching
New Directions for Teaching & Learning (series published by Jossey-Bass)
ERIC documents